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## Guide for Administration of Common Tasks

### *Rhode Island Skills Commission*

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#### Explanation and Considerations for Use

The Rhode Island Skills Commission and its network schools developed this document. It represents one approach; you may choose to adopt it or may prefer to explore other approaches. This document describes the administration of tasks, one of several steps in task implementation. It is important to follow a protocol that ensures the validity and reliability of tasks as well as fairness in the administration of common tasks.

You may use this procedure directly or modify it to meet your needs. However the overall process is important to maintain the validity of your common tasks.

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<http://www.ride.ri.gov/highschoolreform/dslat/>  
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Since these tasks serve as indicators of student performance and may be used as a PBGR component, care should be given in properly preparing the students prior to the administration of any of these tasks.

### Process for administration:

- Participate in departmental meetings to develop and/or review tasks and select tasks to be administered as a PBGR component. This will require selecting tasks that meet the following criteria: alignment with GSEs, content and applied learning standards, and NEAS&C learner outcomes. This will necessitate matching tasks with curriculum, courses, grade levels, and specific timelines for usage.
- These tasks must not be administered by a substitute teacher.
- Prior to administration, there are several steps listed below that must be taken for proper task implementation.
  - Teachers should not share on-demand prompts with students in advance. They should, however, teach the process or content that students will need to be successful in the task. Anchor experiences specific to the task may be provided. Teachers and students should be using the rubrics and the specific indicators to support teaching and learning prior to the administration of the common task.
  - Discuss how the results of the scores will be used.
  - Review the standards.
  - Review student instructions.
  - Read and discuss the rubric, clarifying certain terms or expectations
- Teachers should indicate any accommodations that have been made for a student on an accommodation sheet that accompanies the task.
- At the time of task administration:
  - Follow the specific guidelines for administering the task that are included in the student materials.
  - Ensure availability of necessary supportive materials (math tools, technology, dictionaries, etc.).
  - Teachers may answer procedural or clarifying questions, but may not provide a scenario that specifically relates to the prompt.
  - Teacher may

### Task Follow-up:

Teachers should not report a student's score in isolation.

Consider the following guidelines when reviewing scored tasks with a class:

- Explain the scoring protocol. (See protocol for scoring tasks).
- Share exemplar pieces that met standard.
- Ask students to critique their own work in light of expectations.
- Guide students to reflect on opportunities for further progress that builds on this work.